



Pendergrass Fairwold School

3435 Token Street
Columbia, South Carolina

Grades	7-12 High School	
Enrollment	78 Students	
Principal	Patricia W. Brown	803-735-3435
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	1	2	5

* Ratings are calculated with data available by September 30.

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our High School			High Schools with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	0	0	0	50.8	0	55.0
Passed 1 subtest (%)	0	0	0	19.0	0	16.9
Passed no subtests (%)	100.0	0	0	47.5	0	29.5

HSAP Passage Rate by Spring 2008

	Our High School	High Schools with Students Like Ours
Percent	0%	71.4%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	2	77
Number of Diplomas	0	47
Rate	0%	45.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	0	52.7
English 1	0	37.3
Physical Science	0	27.7
All Tests	0	41.3

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=78)				
Retention rate	62.8%	N/A	15.3%	6.1%
Attendance rate	94.7%	Up from 92.5%	93.8%	95.0%
Eligible for gifted and talented	0.0%	No Change	1.2%	8.3%
With disabilities other than speech	81.2%	Up from 0.0%	15.7%	13.0%
Older than usual for grade	54.2%	Up from 19.5%	18.2%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	1.7%	1.5%
Enrolled in AP/IB programs	0.0%	No Change	0.0%	11.4%
Successful on AP/IB exams	N/A	N/A	N/A	54.3%
Eligible for LIFE Scholarship	N/R	N/R	19.5%	30.5%
Annual dropout rate	N/A	N/A	3.8%	3.5%
Career/technology students in co-curricular organizations	N/A	N/A	0.0%	3.1%
Enrollment in career/technology courses	N/A	N/A	289	559
Students participating in work-based experiences	N/A	N/A	2.9%	10.6%
Career/technology students attaining technical skills	N/A	N/A	70.3%	79.6%
Career/technology completers placed	N/A	N/A	97.1%	98.5%
Teachers (n=14)				
Teachers with advanced degrees	71.4%	Up from 63.6%	55.4%	57.4%
Continuing contract teachers	78.6%	Down from 81.8%	58.8%	69.6%
Teachers with emergency or provisional certificates	7.1%	Down from 9.1%	14.3%	8.7%
Teachers returning from previous year	78.3%	Up from 75.8%	78.6%	85.0%
Teacher attendance rate	95.7%	Down from 96.1%	95.0%	95.4%
Average teacher salary	\$53,850	Up 0.6%	\$44,064	\$46,061
Professional development days/teacher	7.8 days	Down from 9.4 days	10.1 days	11.4 days
School				
Principal's years at school	7.0	Up from 6.0	2.0	3.0
Student-teacher ratio in core subjects	9.8 to 1	Up from 7.3 to 1	17.4 to 1	25.4 to 1
Prime instructional time	90.0%	Up from 88.1%	84.9%	89.1%
Dollars spent per pupil*	\$45,544	Down 2.2%	\$10,188	\$7,279
Percent of expenditures for teacher salaries*	51.6%	Down from 52.4%	51.8%	55.3%
Percent of expenditures for instruction*	53.4%	Down from 54.3%	62.2%	60.8%
Opportunities in the arts	Good	No Change	Good	Excellent
Parents attending conferences	89.0%	Down from 100.0%	95.9%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Average	Average

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	N/A	N/A	N/A	N/A	2	N/A	N/A
Gender							
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

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Report of Principal and School Improvement Council

Pendergrass Fairwold School serves medically fragile, severely mentally and physically disabled students from ages 3-21and students ages 18 to 21 who require significant supportive programming to successfully transition from school to work or community living. All students receive special education and related services according to their Individual Education Plan (IEP) and are monitored for progress according to the guidelines of their individual IEP.

Our focus for students has been to build a foundation of required skills, encourage and train students to participate in community partnerships where they learn to complete work tasks according to schedules and employer specifications. Our students are participating in volunteer work where they learn to participate in functional activities such as assembly projects, packaging tasks, and aluminum can and paper recycling. Those physically unable to participate in the tasks are trained to attend to scheduled tasks and use a variety of body language or assistive technology to indicate their awareness of tasks in their environment.

This year our staff has incorporated scheduled greenhouse and cooking activities into our curriculum. We feel that these activities will help our students develop awareness of their environment, which will help them be more successful on the SC-Alt testing administered each spring. They are consistently made aware of math and science in their daily lives as they plant and nurture in the greenhouse and measure and prepare dishes in the kitchen.

We will continue to incorporate best practices and emerging trends into our staff development program. Our training will continue to focus on ways to make our instruction meaningful and functional to students who will need to maximize their potential to live as independently as possible.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	0	8
Percent satisfied with learning environment	100.0%	N/R	I/S
Percent satisfied with social and physical environment	100.0%	N/R	I/S
Percent satisfied with school-home relations	54.5%	N/R	I/S

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

School Adequate Yearly Progress

NO

This school met 0 out of 5 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	N/A	0.0%	N/A

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	8	I/S	I/S	I/S	I/S	I/S	I/S	64.1	69.7	No	No
Male	5	I/S	I/S	I/S	I/S	I/S	I/S	59	64.6	N/A	N/A
Female	3	I/S	I/S	I/S	I/S	I/S	I/S	69	74.8	N/A	N/A
White	3	I/S	I/S	I/S	I/S	I/S	I/S	88.6	81.7	I/S	I/S
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	56.5	53.6	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.7	83.1	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69.2	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	23.2	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	68.4	47.3	I/S	I/S
Subsized meals	8	I/S	I/S	I/S	I/S	I/S	I/S	52.4	55.1	I/S	I/S

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	8	I/S	I/S	I/S	I/S	I/S	I/S	55	67.2	No	No
Male	5	I/S	I/S	I/S	I/S	I/S	I/S	55.4	66.3	N/A	N/A
Female	3	I/S	I/S	I/S	I/S	I/S	I/S	54.6	68	N/A	N/A
White	3	I/S	I/S	I/S	I/S	I/S	I/S	82.8	79.6	I/S	I/S
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	46.4	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80	88.9	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.9	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	16.9	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.6	54.9	I/S	I/S
Subsized meals	8	I/S	I/S	I/S	I/S	I/S	I/S	44.1	53.1	I/S	I/S

Physical Science (End-of-Course Performance by Group)

All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	4	100.0	50.0	50.0	N/A	N/A	50.0	66.8	70.7
	2008	8	I/S	I/S	I/S	I/S	I/S	I/S	64.1	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	4	100.0	50.0	50.0	N/A	N/A	N/A	50.3	62.2
	2008	8	I/S	I/S	I/S	I/S	I/S	I/S	55	67.2

Abbreviations for Missing Data

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